

**TEACHING LITERACY IN TENNESSEE:
UNIT STARTER STUDENT ACTIVITY PACKET
GRADE 3 ELA UNIT CONNECTED TO LIFE SCIENCE**

Reporter's Journal



This journal belongs to:

Text: *Trumpet of the Swan*

Daily Task 1: In the text, we learn Sam’s perspective of his experiences through his journal entries. Assuming the role of the female swan (pen) in this text, create a journal entry that describes your actions and perspective as you built the nest, nested, and hatched the cygnets. Create your work based on the information provided and inferred in this text. Be sure to:

- establish yourself as the author of your journal;
- organize and present your thoughts logically;
- use temporal words and phrases to provide clarity to your experiences;
- use imagery to describe the events, actions or experiences; and
- provide some form of closure to your entry.

[illegible]

Text: *Animal Senses: How Animals See, Hear, Taste, Smell and Feel*

Task: Collaborative Shared Writing

This chart should be completed collaboratively during the reading and discussion of the text, *Animal Senses*.

What's the difference between the senses and animals' structures and functions?		
Animal Senses	Animal Structures	Animal Functions
How do animal senses, structures, and their functions support behavior(s) and survival?		

Text: *Animals That Make Me Say Wow!* – Reading 1

Daily Task 2: Write an informational text that answers each of the following questions:

- What are animal senses?
- What are animal structures?
- How do animals' senses and structures affect certain behaviors and survival instincts?

Your writing should:

- introduce your topic;
- develop the topic with facts, definitions, and details;
- use linking words and phrases to connect ideas;
- use precise language from the vocabulary you studied while learning about animals' internal/external structures and their functions; and
- provide a conclusion to provide closure for your readers.

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Text: *Animals That Make Me Say Wow!* – Reading 2

Daily Task 3: Think about the animal structures that we have been studying so far. Some are quite interesting. Write an opinion article about the most surprising animal structures you have studied. Consider how these animal structures prepare and support animal survival in their habitat. Write an opinion article to explain these surprising structures you chose and how they contribute to animal survival. In your article, be sure to:

- introduce your topic and opinion (Why are these structures essential to survival?);
- provide reasons that support your opinion;
- use linking words (e.g., because, therefore, since, for example) to connect your reasons to your opinion;
- provide a concluding statement to provide closure for your reader;
- provide a title; and
- provide at least one text feature.

[illegible]

Text: *Crickwing*

Daily Task 4: Write a short narrative piece from the perspective of Crickwing. In your story, explain life from your point of view, including descriptions of your experiences and how your relationships evolved, including how your feelings and attitude have changed over time. (Keep in mind the central message of the story as you write your narrative.) In your writing, be sure to:

- introduce yourself (Crickwing) as the narrator of your written text;
- logically organize the events of your writing;
- use temporal words and phrases to show the order of the events as you experience them;
- use imagery to describe the events, actions or experiences; and
- provide an ending, or closure, to your story.

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[illegible]

Text: *How to be an Elephant*

Daily Task 5: Pass the Reflection

Independent Task:

Part One:

You will have 10 minutes to independently write a reflection in consideration of the following bullet points:

- What are some examples of an elephant's external and internal structures?
- How do these structures support elephants' survival?
- How do elephants learn what they need to know to survive?

Please write legibly so your classmates can read your writing. Write in complete sentences that include text evidence and details. As a challenge, try to use the vocabulary we focused on today in your writing.

In your writing:

- introduce a topic;
- group related information together;
- develop the topic with facts, definitions, and details from the text we read;
- provide a conclusion;
- use linking words and phrases to connect ideas within categories of information; and
- use precise language we've studied (stable/stability, treasury of knowledge, generations, vocal chords, etc.).

Part Two:

After your individual reflection time, you will pass your reflection to the person on your right. The person to the right will read your reflection and respond to your writing by doing one or more of the following:

- add on to your thinking by connecting similar ideas;
- ask you additional questions to prompt your thinking; and
- introduce a new idea for you to consider or add onto your idea using evidence from the text we have read.

You will also respond to the person to your right. You must write your response in 5 minutes. During this time, you can ask an additional question and add on using evidence from the text we just read. This process will repeat with one more classmate. After two classmates respond to your reflection, you will receive your original paper and read the responses and feedback from your peers and then use that feedback to revise your original piece.

[illegible]

Partner Response #1:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Partner Response #2:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Text: *How to be an Elephant*

Daily Task 6: Write a two-part script for an African Safari Tour Guide:

Pretend you are an African Safari tour guide. Your job is to inform the tourists about the animals they are observing as you drive by their natural habitats.

Part 1: Write down the script you would use as you pass a herd of animals (*elephants or other African species that live in herds*) explain this behavior and why some animals benefit from forming groups or herds. Also, write down your script for reminding tourists of the safety issues they might face if they wander away from the group during the tour.

Part 2: As you pass elephants on your tour draw attention to the different ways these animals are using their trunk. Explain to your group of tourists how this external structure helps the elephant survive in its environment.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Daily Task 7: Write an explanatory piece on whether animal noses should be considered external structures, internal structures, or both. Be sure to include information from the two texts to support your answer.

- introduce your topic;
- develop the topic with facts, definitions, and/or details;
- provide a conclusion;
- use linking words and phrases to connect ideas; and
- use precise language (appendage, precision, multipurpose, coordination, etc.)

[illegible]

Daily Task 8: Today, we reread a page from our text, *How to be an Elephant*. Our purpose for reading this text was to think about the enduring understanding, animals have internal and external structures that work together to help them survive.

Be sure to include information from multiple texts to support your answer. Be sure to do the following when writing:

- [illegible]

Text: *What If You Had Animal Eyes!?*

Task: Fill out the chart using information learned in the two texts, *Animal Senses: How Animals See, Hear, Taste, Smell, and Feel* and *What If You Had Animal Eyes!?* Then use the chart to compare and contrast information learned about the functions of animal eyes and how they help with survival.

Animal Sense	Animal Structures	Animal Functions	How does the function help with survival?

Text: *Eye to Eye: How Animals See the World*

Daily Task 9: Use your knowledge about the two texts we have read about eyes, *What if You Had Animal Eyes?* and *Eye to Eye*, to write an informative paragraph describing how the external structures (eyes) and the unique ways different animals use their sense of sight. Include how adaptations that can have long term effects on a species survival.

Your writing should:

- introduce your topic;
- develop the topic with facts, definitions, and details;
- use linking words and phrases to connect ideas;
- use precise language from the vocabulary you studied while learning about animal adaptations; and
- provide a conclusion to provide closure for your readers.

[illegible]

[illegible]

Text: *What Do You Do with a Tail Like This?*

Daily Task 10: Throughout the course of this unit, you have learned about many different animals. This text presented many animals that you have learned about before (e.g., hyena, alligator, elephant, bat, skunk, monkey, four-eyed fish, chameleon, snake). Select one of these animals to write a detailed description about at least three structures of the animals and how the structures function to support their animal behaviors.

Your writing should:

- introduce your topic;
- develop the topic with facts, definitions, and details;
- use linking words and phrases to connect ideas;
- use precise language from the vocabulary you studied while learning about animal adaptations; and
- provide a conclusion to provide closure for your readers.

[illegible]

[illegible]

Text: *Neighborhood Sharks*

Daily Task 11: Write an informational text answering: How do white sharks use their internal and external structures to thrive in their environment?

Your writing should:

- introduce your topic;
- develop the topic with facts, definitions, and details;
- use linking words and phrases to connect ideas;
- use precise language from the vocabulary you studied while learning about animal adaptations; and
- provide a conclusion to provide closure for your readers.

[illegible]

[illegible]

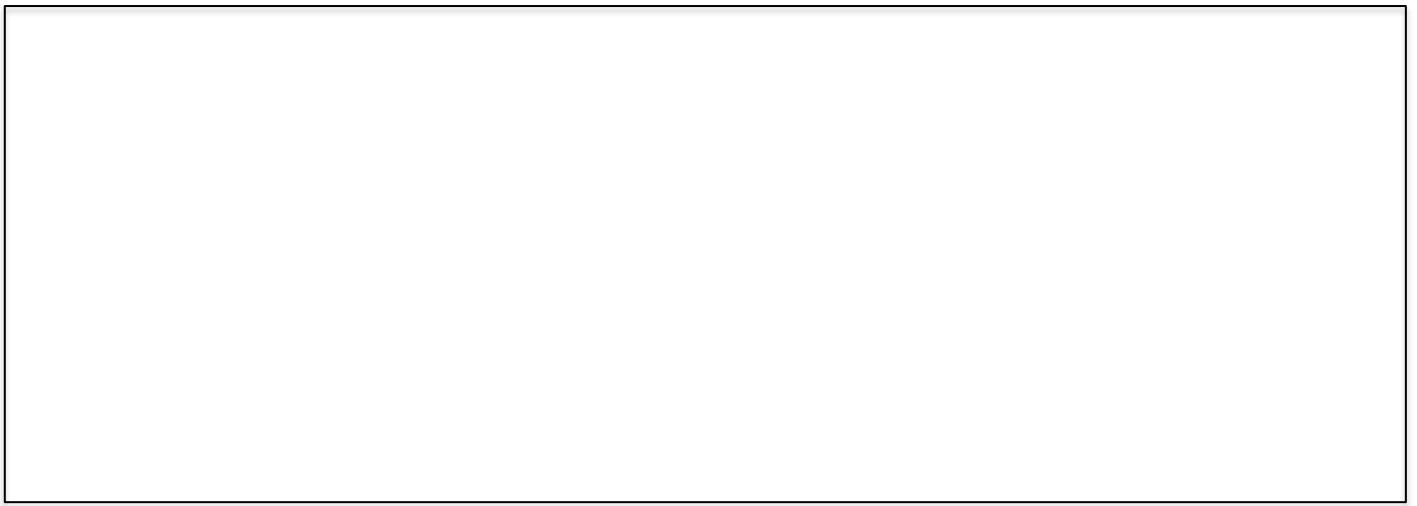
Text: *Neighborhood Sharks*

Daily Task 12: The white shark migrates, or travels, every year to find a plentiful supply of food. It travels each year to the Farallon Islands to feast on seals or sea lions. Write an informational text which describe the sequence of the migration, what happens during each stage of migration, and draw a picture to illustrate the migration pattern.

Your writing should:

- introduce your topic;
- develop the topic with facts, definitions, and details;
- use linking words and phrases to connect ideas;
- use precise language from the vocabulary you studied while learning about animal adaptations; and
- provide a conclusion to provide closure for your readers.

Draw the migration sequence in this box.



[illegible]

End of Unit Task

Task: Using the following **directions** and **materials** provided, complete the following task.

Part I: You are a journalist for the magazine, *Our Planet*, and your assignment is to fly to two different regions to study the differences in animal adaptations in each region, so the public can better understand how animals interact with their environments and how they avoid extinction. Your article will be featured in the “Check Out Our Planet” section of the magazine. Since you are one of the senior journalists, you can select the two regions you will travel to. Your options include:

- desert region;
- ocean region;
- arctic region;
- forest region;
- jungle region; and
- savanna region.

As you write your article, be sure to do the following:

- introduce your topic;
- develop the topic with facts, definitions, and details;
- group related information together including illustrations and text features when needed;
- use linking words and phrases to connect ideas;
- use precise language from the vocabulary you studied while learning about animal adaptations; and
- provide a conclusion to provide closure for your readers.

In your article, consider providing the following information to your readers:

- What comparisons can you make among animals in the two regions?
- How do the internal and external structures of animals promote certain behaviors and impact their survival?
- How do their structures allow them to continue to survive in their environment?

Part II: As a senior journalist, an important part of your work is designing the layout of your article. Determine how to best present your article to the readers of *Our Planet*. As you design the layout of your article, consider the text features and visuals that would be helpful to your readers.

Graphics should include:

- text sections that include writing and additional information throughout the article;
- relevant pictures or illustrations with accompanying captions; and
- headings and/ or subheadings that organize the article.

You may also include:

- tables, diagrams, and charts as needed;
- other sources (websites, articles, and reports) to inform the layout and presentation of your article; and
- colors and font that allow your information to visual appealing to the readers.

Part III: Your findings will also be featured on a special edition of the *Our Planet* broadcast. Prepare to deliver a 1-2-minute segment that will be televised for TV viewers. During your news segment, highlight the key findings you made while traveling to your two regions. Your purpose is to help the public understand how animals interact and survive in specific environments. As you practice your broadcast, consider what makes TV reporters successful. Be sure to:

- use appropriate facts and relevant descriptive details to inform your viewers;
- speak clearly and at an appropriate pace, so viewers can understand your article; and
- speak in complete sentences to communicate your detailed information.

End of Unit Task Planning Pages Follow

